

# TEACHER/OBSERVER HANDBOOK

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Program for Excellence in Teaching

## PERFORMANCE APPRAISAL



Dorchester County  
Public Schools  
Every Child A Success!

**DORCHESTER COUNTY PUBLIC SCHOOLS**  
700 Glasgow Street  
Cambridge, MD 21613

Revised: September 2007

## **UNDERLYING PREMISES OF THE APPRAISAL PROCESS**

- One major responsibility of leadership is to communicate and then develop the worth and potential of people.
- Teacher professional growth is developmental, which implies a continuum of performance.
- The appraisal process is one aligned component of our professional development program.
- The criteria for teacher observation (the “look fors”) are the ultimate performance goals of our professional development program.

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This material is available in alternative formats upon request.

## INTRODUCTION

This document updates and describes the Dorchester County Public Schools' Observation/Evaluation Process. It is intended to be a guide to teachers and administrators in their joint efforts to bring about the achievement of national, state, and local educational standards for all children. The content and processes described in this handbook are based on extensively researched principles of effective teaching and effective supervision and evaluation practices.

This handbook acknowledges that a high quality program is an alignment of state and national standards, curriculum, unit and lesson planning, instructional strategies matched to learners' needs, research on effective teaching, ongoing assessment, and evaluation of student progress and program effectiveness.

Professional development for all staff is an integral part of overall efforts to improve instruction and student learning; to not only ensure competence but to strive for excellence.

This handbook outlines approaches for professional development, observation, and evaluation which are designed to be reasonable and productive procedures to achieve a professional atmosphere dedicated to the improvement of student learning through skillful teaching. It is designed to provide a process to help all teachers grow within their profession and to be flexible enough to appropriately address the needs of the new teacher, the master teacher, and the teacher in need of assistance.

Developing this handbook has been a cooperative effort with broad-based input at each stage of development from administrators and teachers. All materials have been revised and critiqued by the Observation/Evaluation Committee and shared with school faculties for feedback and validation on professional soundness, usefulness, and clarity.

## **PHILOSOPHY**

### **MISSION STATEMENT**

To create an environment where every child will learn and succeed by providing equal access to quality educational programs that challenge and engage all students.

### **VISION STATEMENT**

The Dorchester County Public Schools will provide continually improving educational programs in a safe and nurturing school environment with exceptional faculty and staff. This will be achieved through a cooperative and supportive partnership among schools, home and community.

### **SYSTEM GOALS**

1. To establish high academic expectations for all children, particularly in the area of reading, writing and mathematics.
2. To provide a well trained, caring staff with strong visionary leadership.
3. To encourage parent/family involvement in the schools.
4. To make our schools safe, discipline, and drug free

Title: UNIT AND LESSON PLANNING

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330.1 Unit and lesson planning are critical elements of classroom instruction. To ensure quality instruction in the Dorchester County Public School System, written plans of instruction must be completed by all teachers.

The unit plan is a plan of instruction extending over more than a single class period. The lesson plan is a plan of instruction for a single class period. Both plans must be consistent with the Dorchester County approved curriculum.

Unit and lesson plans should include, as a minimum, the following elements:

Unit Plan

1. Measurable instructional objective(s)
2. Pre-assessment
3. Activities for the period covered
4. Post-assessment
5. Resources to be utilized

Lesson Plan

1. Measurable instructional objective(s)
2. Instructional activities (student and teacher)
3. Summary or review
4. Assignment (if any)

**TEACHER OBSERVATION  
AND  
EVALUATION GUIDELINES**

## **TEACHER OBSERVATION/EVALUATION PROCESS**

### **I. Introduction**

The evaluation process has been designed to better address the differing proficiency and needs of teachers. Based on tenure, certification status and overall performance, as documented on the evaluation, the process has been designed to:

- Recognize the professional accomplishment of teachers whose performance meets the expectations of the district.
- Provide ongoing support and feedback for effective teachers.
- Insure assistance is available for non-tenured teachers and tenured teachers as addressed on the assistance plan.

An evaluation will take into consideration all information related to a teacher's performance, including the following sources of information, as appropriate: formal observation, informal observations, Professional Development Plans, and any additional information on job-related performance.

### **II. Evaluation Process**

- A. *The Standard Rating Process* will be used with those tenured teachers who have demonstrated ongoing, overall effectiveness. They meet and often exceed expectations in one or more of the evaluation categories. Teachers in the Standard Rating Process will have a minimum of two formal observations and one formal evaluation per year.
- B. *The Intensive Rating Process* will be used with all non-tenured teachers and others who have an overall rating of Unsatisfactory, or who are on a second class certification. Provisionally certified and part-time teachers may be continued in the Intensive Rating Process at the evaluator's discretion. Teachers in this rating process will have a minimum of four observations and two evaluations per year. In addition, the teacher, with administrative assistance, will develop a written plan for improvement for areas identified as less than effective. The principal, and other personnel as appropriate, will provide more intense, directive support, as needed.

### **III. Report Forms**

#### *A. Teacher Observation Form*

1. The Teacher Observation Form will be used with all teachers except guidance counselors, media specialists, and other support personnel.

2. The Teacher Observation Form will be used for the purpose of providing feedback on formal classroom observations.
3. The Teacher Observation Form will be used as a source of supporting information in preparing the Teacher Evaluation Form.
4. The Teacher Observation Form will be used to review and discuss a teacher's performance during a post-observation conference.

*B. Teacher Evaluation Form*

1. The Teacher Evaluation Form will be used with all teachers except guidance counselors, media specialists, and other support personnel.
2. The Teacher Evaluation Form may be completed as needed during the school year.
3. The Teacher Evaluation Form will be used to review and discuss a teacher's overall performance during evaluation conferences.

**IV. Observation/Evaluation Procedures**

*A. Observation Procedures*

1. Ratings of Satisfactory and Unsatisfactory will be used.
2. The teacher's certification status and overall evaluation rating determine the observation process.
3. Formal observations should not occur during the specified period identified in the current DE contracted negotiated agreement.
4. Generally, there will be no more than one observer in the classroom at any one time. If circumstances indicate that a team observation is needed, this information will be conveyed to the teacher prior to the observation.
5. The observation conference shall take place within 10 school days. The teacher shall return the signed observation report form to the principal within five school days or request a conference be scheduled. Any written teacher comment shall be submitted to the principal within five school days of the post-observation conference.
6. Observations shall be for a period of time sufficient for an adequate appraisal of the instructional activity, but in no case shall be less than twenty-five minutes of actual time.

## *B. Evaluation Procedures*

1. Ratings of Satisfactory and Unsatisfactory will be used.
2. The evaluation process is determined as a result of the teacher's current certification status and overall evaluation rating.
3. Teacher professional development to review the observation/evaluation process shall be held by the principal as part of the opening of school professional development and will include a review of the observation/evaluation process – including expectations, performance indicators, and any additional objectives developed as a result of a school's or the county's goals.

As part of the professional development principals should encourage teachers to use the evaluation form and performance indicators informally for self-evaluation throughout the school year.

4. Teachers should assume the responsibility of documenting accomplishments on the Recertification Form received at the start of the school year. Forms should be submitted to principals during the end of the year evaluation review.
5. An end-of-year evaluation review, which includes the teacher, principal, and other evaluators as appropriate, shall be held with each teacher.
6. Teachers assigned to more than one school will be evaluated by the home school principal. The home school principal is responsible for consulting with the principal of each school served by the teacher.

## **V. Reporting Requirements**

### *A. Tenured Teachers*

1. The evaluation process for tenured teachers is determined as a result of the teacher's certification status and overall evaluation rating.
2. If based on observations and other information, a tenured teacher's overall evaluation rating is categorized as satisfactory the following will occur:
  - a. A minimum of two formal observations will be completed.
  - b. An end-of-year evaluation will be completed.
3. If based on observations and other information, a tenured teacher's overall evaluation rating is categorized as **Unsatisfactory, or as second class certificate** the following will occur:

- a. The teacher will be observed at least four times during the school year.
- b. The teacher, principal, and other appropriate personnel will complete a Professional Assistance Plan to address areas identified.
- c. The Teacher will be evaluated at least two times during the school year.

4. Certification status considerations:

- a. Tenured teachers with a Standard Professional Certificate I (SPC I) or Standard Professional Certificate II (SPC II) must be evaluated annually, based on a minimum of two observations.
- b. Tenured teachers with an SPC I must submit evidence of three years of satisfactory teaching experience to be eligible for certificate renewal.
- c. Tenured teachers with an Advance Professional Certificate (APC) must have at least two evaluations during the five year period of validity, once during the initial year of issuance and one other year. These evaluations must be based on a minimum of two observations.
- d. For a teacher with an APC and an overall rating of satisfactory, their performance shall be subsequently considered satisfactory in the absence of an annual rating.
- e. A teacher with an APC and a less than satisfactory overall rating shall be evaluated at least twice annually until receiving a satisfactory rating.

**B. Non-Tenured Teachers**

1. Non-tenured teachers will be observed at least four times per year.
2. Non-tenured teachers will be evaluated at least two times per year.
3. Non-tenured teachers in need of assistance will develop, with an administrator, a written plan for improvement in areas identified as less than satisfactory. The principal, and other personnel as appropriate, will provide more intensive support as needed.
4. Non-tenured teachers with an SPC I must have satisfactory overall final evaluations in order to get their certificate renewed.

**ROLES  
AND  
RESPONSIBILITIES**

## **ROLES AND RESPONSIBILITIES**

### **Which professionals have roles and responsibilities directly related to the teacher appraisal and professional development program?**

Teachers, Principals, Assistant Principals, Facilitators, Assistant Superintendent and the Superintendent all have important roles and responsibilities.

### **What is the role and responsibility of the teacher?**

It is the responsibility of the teacher to be knowledgeable of all information contained in this handbook and demonstrate satisfactory performance in the essential skills of teaching.

### **What is the role and responsibility of the New Teacher Mentor Program?**

It is the responsibility of the New Teacher Mentors to be knowledgeable of all information contained in this handbook and to demonstrate the skills essential for observation and evaluation of teachers. New Teacher Mentors offer individual assistance with lesson planning, facilities awareness, collegial relationships, student work analysis, and community resources for all new teachers during the 1<sup>st</sup> and 2<sup>nd</sup> year with Dorchester County Public Schools. Monthly seminars, classroom visits, and mentoring opportunities are provided through this program.

### **What is the role and responsibilities of the assistant principal?**

It is the responsibility of the assistant principal to be knowledgeable of all information contained in this document and demonstrate the skills essential for observation. The assistant principal will contribute to all aspects of the appraisal process as directed by the principal. The assistant principal may be invited to help teachers create and implement their Professional Development Plan.

### **What is the role and responsibility of the principal?**

It is the responsibility of the principal to be knowledgeable of all information contained in this handbook and to demonstrate the skills essential for observation and evaluation of the teachers. The principal is assigned the main responsibility for the appraisal of teachers within the school. The principal will strive to provide appropriate resources that are necessary for satisfactory teaching. The principal makes administrative decisions and recommendations regarding a teacher's status in collaboration with the assistant principal, supervisor/facilitator. The principal may request the assistant principal for supervisor/facilitator to participate in the observation and evaluation process and preparation of Professional Development Plans.

**What is the role and responsibility of the supervisor/facilitator?**

It is the responsibility of the supervisor/facilitator to be knowledgeable of all information contained in this handbook and to demonstrate the skills essential for observation and evaluation of teachers. The supervisor/facilitator will become part of the observation/evaluation process for any teachers at the request of the principal or direction of the assistant superintendent.

The supervisor/facilitator may contribute to all aspects of the appraisal process with particular emphasis on teachers needing intensive monitoring and support. Supervisor/facilitator may coordinate countywide professional development to facilitate professional growth.

**What are the roles and responsibilities of the assistant superintendent and the superintendent?**

It is the responsibility of the assistant superintendent and superintendent to be knowledgeable of all information contained in this document and to see that all aspects of school board policy regarding teacher appraisal are effectively executed. The leadership will strive to provide appropriate resources and develop training procedures for designated observers and evaluators to aid them in completing effective observations, evaluations, and staff development activities.

# **PROFESSIONAL PLANS**

## **PROFESSIONAL PLANS**

All teachers, regardless of their rating status, will have a plan of professional growth. Staff development is an integral part of the teacher appraisal process. Development is best nourished in an atmosphere of positive professional relationships. A Professional Assistance Plan (PAP) may be used with any teacher in need of assistance in any area at any time. The PAP must be used when an unsatisfactory rating is given in any category on an observation or evaluation.

The purpose of any PAP is to specify goals and skill areas to be developed. Plans should be flexible and responsive to the ongoing growth requirements of each teacher. Modifications to plans should be made as goals are met and as other areas of growth are indicated.'

### **I. Professional Assistance Plan (PAP)**

A Professional Assistance Plan must be written if a teacher receives an unsatisfactory evaluation. It may be used after an observation that contained unsatisfactory or marginal ratings. The purpose of the plan is to focus on the areas that need improvement. These should be the focus of the next observation(s), or evaluation.

The plan should contain:

A. Performance Area (refer to Performance Area Indicators)

B. Goal(s) and Objective(s)

1. Cooperatively developed by teacher and administrator(s).
2. Relates to above performance area.
3. Specifies timeline, or projected data for meeting goal.

C. Strategies/Resources

1. Specify the activities/materials to be used and the role and the responsibilities of each person.
2. State the professional assistance and direction to be provided to the teacher.
3. List the strategies/resources to be used; examples are:
  - Peer assistance
  - Visiting other classroom/schools
  - Professional development library
  - Course work
  - Demonstrations

D. Follow-up/Modifications

1. Goals and process toward goal should be included in the next evaluation.

2. If a rating of Needs Improvement or Unsatisfactory results from the next observation or evaluation, the plan will be modified or another plan will be developed.
3. The teacher will be held accountable for the implementation of the Professional Development Plan.

## **II. Recertification Plan for All Teachers**

A Professional Development Recertification Plan designed for planned professional growth must be developed by all employees. The recertification plan should be updated annually and handed to the principal during the end of year evaluation.

### **A. Recertification Information**

(Type of certificate, areas of certification, validity period of the certificate, etc.)

### **B. Proposed activities designed to complete the plan.**

### **C. Any revisions made to the plan during its validity period.**

### **D. Signatures by the professional employee and appropriate principal/supervisor.**

Any specific certification questions should be directly addressed to the Human Resources Office.

# FORMS

# Criteria For Teachers Observation Domains, Competencies, Indicators

## Instructional Planning

### **Lesson plan available for observer**

- Written plan is available per building administrator expectation

### **Plan includes components of an effective lesson**

- Plan includes student objectives, teacher activities, student activities, opportunities for differentiated instruction, summary, assessment
- Lesson plan format adheres to building administrator expectations

### **Learning objectives are clear and compatible with goals and content of essential curriculum**

- Lesson objectives will come directly from approved curriculum

### **Learning objectives are appropriate to the level of the learner and based on student performance data**

- Lesson objectives are scaffolded and/or back mapped when appropriate
- Data is gathered through ongoing formal and informal assessment

## Instructional Delivery

### **Implements instructional plan with adjustments as appropriate**

- Adapts instructional plans if unexpected situations occur
- Exhibits ability to adjust plan when necessary

### **Lesson objective(s) is clearly communicated to students**

- Teacher communicates the focus of the lesson orally or in written form (per building administrator expectation)

### **Gives appropriate directions and explanations**

- Gives clear and concise directions and explanations

### **Uses instructional time effectively**

- Lesson begins promptly
- Time was managed to allow for maximum learning experiences

### **Makes appropriate connections to prior learning/knowledge**

- Relates instruction to students' experiences
- Helps students construct, organize and store declarative knowledge
- Helps students construct, shape and internalize procedural knowledge

### **Incorporates appropriate levels of questioning**

- Teacher uses a range of questioning skills
- Questions include a balance of cognitive levels
- Extends and refines knowledge

### **Uses a variety of teaching strategies to respond to learner needs**

- Uses appropriate levels of cognitive demand
- Promotes interaction among students
- Provides for the involvement of students in the learning process
- Uses various grouping strategies to meet student needs
- Facilitates learning through directed teaching, explicit instruction, discovery learning and/or cross-curricular connections
- Accommodates various learning styles and cognitive levels

### **Demonstrates accurate knowledge of subject matter**

- Demonstrates declarative and procedural knowledge
- Presents information that is accurate and up-to-date
- Communicates information from a bias-free, multicultural perspective

# Criteria For Teachers Observation Domains, Competencies, Indicators

## Teacher-Learner Interaction

### **Engages students in instruction**

- Attempts to involve all students in the lesson
- Helps students feel accepted

### **Balances instructional delivery to maximize student learning**

- Provides students with experiences that involve meaningful tasks
- Varies instructional delivery (balance of lecture, discussion, independent activity)

### **Evaluates learner attainment of the lesson outcomes and provides feedback**

- Monitors ongoing performance of students
- Encourages students to evaluate their own performance
- Evaluates students' achievement of stated objectives
- Uses a variety of evaluation techniques
- Communicates results of student effort

## Learning Environment

### **Maintains established rules and/or routines**

- Communicates behavioral expectations to students
- Consistently applies classroom/school rules
- Monitors and corrects student behaviors
- Maintains a safe, well organized environment

### **Uses space, equipment and materials to support instruction**

- Arranges the learning area to achieve planned objectives
- Uses equipment and materials effectively
- Has materials readily accessible to students
- Maintains bulletin boards/displays with timely information and student work

### **Promotes positive attitudes and perceptions about learning**

- Helps students believe that they have the ability to perform challenging tasks
- Demonstrates sensitivity to and respect for each student as an individual
- Values diversity of students

### **Involves students actively in the lesson**

- A high level of on task behavior is maintained
- Provides all students with an opportunity to learn
- Helps students perceive academic tasks as relevant

**Dorchester County Public Schools  
Teacher Observation Form**

<b>Name:</b> Type name here	<b>School:</b> Alternative Learning Center		<b>Date:</b> 8/23/2007
<b>Subject:</b> Type subject here	<b>Grade:</b> Pre-Kindergarten	<b>Tenure Status:</b> Tenured	<b>Certification:</b> Conditional
<b>Time:</b> 8:00 AM	Announced	<b>Number of Students:</b> 1	

**Overall Rating** Satisfactory

Satisfactory	Marginal	Unsatisfactory
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**Instructional Planning**  
Satisfactory Rating

• Lesson plan available for observer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plan includes components of an effective lesson (i.e. objectives, teacher activities, student activities, opportunities for differentiation, summary, assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Learning objectives are clear and in alignment with goals and content of essential curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Learning objectives are appropriate to the level of the learner and based on student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.**

Comments: Type comments here

**Instructional Delivery**  
Satisfactory Rating

• Implements instructional plan with adjustments as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates lesson objective(s) to students clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gives appropriate directions and explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses instructional time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Makes appropriate connections to prior learning/knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Incorporates appropriate levels of questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a variety of teaching strategies to respond to learner needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates accurate knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE: Three or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.**

Comments: Type comments here

**Observer must provide a written comment to accompany every marginal and unsatisfactory rating, An unsatisfactory category rating will result in an overall rating of unsatisfactory.**

September 2007

**Dorchester County Public Schools  
Teacher Observation Form**

<b>Name:</b> Type name here	<b>Date:</b> 8/23/2007
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Satisfactory	Marginal	Unsatisfactory
--------------	----------	----------------

**Teacher – Learner Interaction**  
**Satisfactory** Rating

• Engages students in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Balances instructional delivery to maximize student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates learner attainment of the lesson outcomes and provides feedback in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.**

Comments: Type comments here

**Learning Environment**  
**Satisfactory** Rating

• Maintains established rules and/or routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses space, equipment and materials to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Promotes positive attitudes and perceptions about learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Involves students actively in the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTE: Two or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.**

Comments: Type comments here

Commendations/ Recommendations: Type comments here

Evaluator	Date
Teacher	Date

The teacher's signature above indicates that he/she has read and received feedback on the observation but does not necessarily indicate agreement with the contents of this observation form.

**Observer must provide a written comment to accompany every marginal and unsatisfactory rating, An unsatisfactory category rating will result in an overall rating of unsatisfactory.**

September 2007

**Dorchester County Public Schools  
Teacher Observation Form**

<b>Name:</b> Type name here	<b>Date:</b> 8/23/2007
<b>Continuation of Instructional Planning comments:</b> Type additional comments here	
<b>Continuation of Instructional Delivery comments:</b> Type additional comments here	
<b>Continuation of Teacher-Learner Interaction comments:</b> Type additional comments here	
<b>Continuation of Learning Environment comments:</b> Type additional comments here	
<b>Continuation of Commendations/Recommendations:</b> Type additional comments here	

**Observer must provide a written comment to accompany every marginal and unsatisfactory rating,  
An unsatisfactory category rating will result in an overall rating of unsatisfactory.** **September 2007**

**Dorchester County Public Schools  
Teacher Evaluation Form**

<b>Name:</b> Type name here		<b>School:</b> Alternative Learning Center					
<b>Date:</b> 8/23/2007	<b>Subject:</b> Type subject here	<b>Grade:</b> Pre-Kindergarten	<b>Tenure Status:</b> Tenured	<b>Certification:</b> Conditional			
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">Satisfactory</td> <td style="text-align: center; width: 33%;">Marginal</td> <td style="text-align: center; width: 33%;">Unsatisfactory</td> </tr> </table>	Satisfactory	Marginal	Unsatisfactory
Satisfactory	Marginal	Unsatisfactory					

**Instructional Effectiveness/Delivery**

**Satisfactory** Rating

• Organizes lessons and selects materials to meet lesson objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a variety of teaching strategies to respond to learner needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains daily plans with learning objectives that are clear and compatible with goals and content of the essential curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates expectations and criteria for quality student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates learner attainment of lesson outcomes and provides feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses formative and summative assessment data to plan and implement flexible groupings and group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plans and implements instructional programs that meet appropriate cognitive demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOTE: Two or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.</b>			
Comments: Type comments here			

**Scholarship**

**Satisfactory** Rating

• Participates in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Makes progress toward meeting professional development plan goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates willingness to use available technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accurately presents content, materials, and concepts consistent with the goals and objectives of the essential curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.</b>			
Comments: Type comments here			

**Evaluator must provide a written comment to accompany every marginal and unsatisfactory rating.**

**September 2007**

**Dorchester County Public Schools  
Teacher Evaluation Form**

<b>Name:</b> Type name here	<b>Date:</b> 8/23/2007			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Satisfactory</td> <td style="width: 33%; text-align: center;">Marginal</td> <td style="width: 33%; text-align: center;">Unsatisfactory</td> </tr> </table>	Satisfactory	Marginal	Unsatisfactory
Satisfactory	Marginal	Unsatisfactory		

**Management Skills/Learning Environment**

**Satisfactory** Rating

• Maintains rules and routines that promote learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organizes the classroom for effective instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a safe and orderly classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses behavior management strategies in a fair and consistent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Promotes positive attitudes and perceptions about learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.</b>			
Comments: Type comments here			

**Professional Ethics**

**Satisfactory** Rating

• Follows school board policies and administrative procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apprises parents of student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains and provides prompt and accurate records and reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains required legal confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains regular attendance and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.</b>			
Comments: Type comments here			

**Evaluator must provide a written comment to accompany every marginal and unsatisfactory rating**

**September 2007**

**Dorchester County Public Schools  
Teacher Evaluation Form**

<b>Name:</b> Type name here	<b>Date:</b> 8/23/2007			
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Satisfactory</td> <td style="width: 33%; text-align: center; padding: 5px;">Marginal</td> <td style="width: 33%; text-align: center; padding: 5px;">Unsatisfactory</td> </tr> </table>		Satisfactory	Marginal	Unsatisfactory
Satisfactory	Marginal	Unsatisfactory		

**Interpersonal Relationships**  
**Satisfactory** Rating

• Maintains professional rapport with students, parents and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates sensitivity to students who are of another race, culture, gender, or are disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works cooperatively as a member of the staff to make school programs successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates effectively with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOTE: One or more unsatisfactory ratings in this category will result in an unsatisfactory rating for the entire category.</b>			
Comments: Type comments here			

**Evaluation Summary**  
**Overall Rating Satisfactory**

Commendations/Recommendations: Type comments here	
Evaluation is based on 2 observations.	
Evaluator	Date
Evaluator	Date
Teacher	Date
The teacher's signature above indicates that he/she has read and received feedback on the evaluation but does not necessarily indicate agreement with the contents of this evaluation form.	

**Evaluator must provide a written comment to accompany every marginal and unsatisfactory rating.**  
**September 2007**

**Dorchester County Public Schools  
Teacher Evaluation Form**

<b>Name:</b> Type name here	<b>Date:</b> 8/23/2007
Continuation of Instructional Effectiveness/Delivery comments: Type additional comments here	
Continuation of Scholarship comments: Type additional comments here	
Continuation of Management Skills/Learning Environment comments: Type additional comments here	
Continuation of Professional Ethics comments: Type additional comments here	
Continuation of Interpersonal Relationships comments: Type additional comments here	
Continuation of Commendations/Recommendations: Type additional comments here	

**Evaluator must provide a written comment to accompany every marginal and unsatisfactory rating.**

**September 2007**

**Dorchester County Public Schools  
Professional Assistance Plan**

<b>Name: Type name here</b>	School: Cambridge-South Dorchester High School
<b>Date Implemented: 8/22/2006</b>	Grade: Pre-Kindergarten
<input type="checkbox"/> Instructional Planning <input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Teacher-Learner Interaction <input type="checkbox"/> Learning Environment <input type="checkbox"/> Other Assistance	<input type="checkbox"/> Scholarship <input type="checkbox"/> Instructional Effectiveness <input type="checkbox"/> Management Skills <input type="checkbox"/> Professional Ethics <input type="checkbox"/> Interpersonal Relationships

Objective(s)	Strategy Include actions, timeline and evidence	Person(s) Responsible	Date of Review

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Reviewed / Completed

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Reviewed / Completed